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ABSTRACT

This instructor's guide accompanies the student booklet/unit on good work habits/behaviors in the Employability Skills Series. (The student booklet is available separately as CE 031 161.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Good Work!

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Instructor's Guide
Good Work!

July, 1979

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
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DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $396.00 or $.89 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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The Employability Skills Series

What Are Employability Skills?

Employability skills are the nontechnical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, managing personal finances, getting along with people on the job, practicing good work habits, and resigning properly from a job.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young adults but written at approximately the fifth-grade reading level, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. First, objectives describing competencies were selected and adapted from a catalog of objectives validated by Florida educators. Next, objectives were defined for each unit of instruction. Instruction, activities, and tests were then designed and written for each objective. The objectives thus became the structural elements of the units, with the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units.

The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida educators and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.

Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.

Applying for a Job—How to write resumes, fill out application forms, take pre-employment tests, interview for jobs.

Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.

Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.

Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills Materials—Annotates available resources that represent a wide range of media;

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lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by occupational specialists and guidance counselors through workshops and minicourses, and by vocational instructors and academic teachers who relate the skills to certain aspects of their courses. Here are some suggested topics within the area of employability skills that can be integrated into your classroom activities and curriculum:

Guidance counselors
aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations

Language arts instructors and business instructors
filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, taking telephone messages, using correct grammar and spelling, following oral and written instructions

Mathematics instructors
basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking

Physical education instructors and home economics instructors
health habits, appearance, nutrition, safety

Vocational educators, cooperative program coordinators, career education specialists, occupational specialists, placement personnel
all employability skills, including following instructions, observing safety rules, and using time and materials well

Validation of the Series

The Employability Skills Series is based on objectives and test items in the *Florida Catalog of Occupational Education Objectives: Employability Skills.* The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classrooms in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. All Employability Skills materials went through several cycles of testing and revision. Revisions were made in response to pretest-posttest results and questionnaires obtained from Florida educators and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. This unit, *Good Work!,* was tested in rural and urban schools with vocational and academic students from ninth grade through adult. Field trials indicated that, for most objectives, 80 to 100 percent of the students who completed instruction on an objective were able to pass a test on that objective. In addition, student and instructor attitudes toward the materials were favorable.

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How to Administer the Unit

Purpose

Good Work! was developed to: (1) make students aware that good work habits are as important as job skills in maintaining employment, (2) illustrate for students some behaviors that demonstrate good work habits, and (3) provide students with learning activities and practice that require them to apply good work habits.

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *Work habits are as important as technical job skills in keeping a job.* Employees are more often fired for their poor work habits than for their poor job skills.
- *Employers want workers with good work habits.* They expect their employees to arrive on time, dress appropriately, avoid waste, use time and materials properly, perform their duties conscientiously, meet deadlines, and follow instructions.
- *Safety is important on any job.* Office workers have their share of accidents, too.
- *The employer decides how the job is to be done, not the employee.* The new worker should not assume that s(he) knows how the job is done. It is important to do things according to company procedures.
- *Work habits are a part of every task.* A worker may learn safety, neatness, efficiency, promptness, and other work habits one at a time and in relation to a single task. But all of these habits must be applied simultaneously to any tasks for which they are appropriate.

List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: performance objectives and knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

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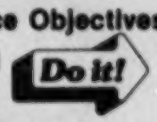
Objectives

1. List four things that could happen to you if you are absent from work or late.
2. State what you should do if you will be absent from work or late.
3. Begin and finish a task on time.
4. State how to get help the first day on the job.
5. State what you should do if you make a mistake on the job.
6. List four things that may happen to someone who steals goods from work.
7. Record a phone message.
8. List three things to do if you find a safety hazard at work.
9. Complete a task without breaking any safety rules.
10. State what you should do if you discover a better way to do your job.
11. Complete a task without wasting materials.
12. Clean and return tools and materials after completing a task.
13. Follow written instructions and complete a task.
14. Follow oral instructions and complete a task.
15. Plan three balanced meals from a list of sixteen foods.

Performance Objectives are marked 

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Content Outline

I. **Using Time**
   A. Consequences of being late or absent
      1. Warning from supervisor
      2. Resentment of co-workers
      3. Low employee rating
      4. Loss of promotion or raise
      5. Pay is docked
      6. Dismissal
   B. Absences from work
      1. Call the supervisor as soon as possible
      2. Give a good reason for missing work
      3. Explain how you plan to make up for your absence
   C. Time management
      1. Get started on the job immediately
      2. Work until the job is finished
      3. Set deadlines and meet them

II. **Being New on the Job**
   A. Training and orientation
   B. How to get help
      1. Ask questions when in doubt
      2. Ask the right people
   C. How to handle mistakes on the job
      1. Report big mistakes to the supervisor
      2. Correct the mistake if possible
      3. Take positive action to prevent the mistake from occurring again

III. **Practicing Good Habits at Work**
   A. Consequences of stealing
      1. Be arrested, jailed, or fined
      2. Get a police record
      3. Get fired
      4. Have trouble getting another job or getting accepted at some colleges
      5. Be unable to qualify for unemployment compensation
      6. Be charged for the stolen goods
      7. Lose the trust of employer, supervisor, and co-workers
      8. Have a record of the theft entered in the personnel file
      9. Receive a poor employee rating
      10. Miss a raise or promotion
   B. Answering a business telephone
      1. Courtesy on the phone
      2. Recording messages correctly
   C. Safety hazards
      1. Correct safety violations
      2. Warn others of the danger
      3. Contact the supervisor
      4. Contact those who caused the violation
      5. Contact the safety personnel or repair staff
      6. Check back to make sure the violation has been corrected

IV. **Doing the Job Properly**
   A. The right way to do a job
      1. Following company procedures
      2. Making suggestions
         a. Tell the supervisor
         b. Use the company suggestion box
   B. Concern for company equipment and materials
      1. Treat equipment with care
      2. Conserve materials and supplies
   C. Neatness and organization
      1. Makes a good impression on customers and employers
      2. Saves the worker time and trouble
      3. Contributes to safety
   D. Following instructions
      1. Oral instructions
         a. Listen carefully

b. Ask questions
c. Pay attention to the order of instructions
d. Make notes of important details
e. Repeat the instructions for correction
f. Find out deadlines

2. Written instructions
   a. Read through instructions completely before beginning the task and upon completion
   b. Make sure directions are in the right order
   c. Read carefully
   d. Ask questions
   e. Refer back to directions while working

V. **Practicing Good Personal Habits**
   A. Dressing appropriately
      1. Improves appearance
      2. Promotes safety
   B. Proper diet

Competency-Based Structure of the Unit

Competency-based instruction is designed to bring each student to a preset standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective,* which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

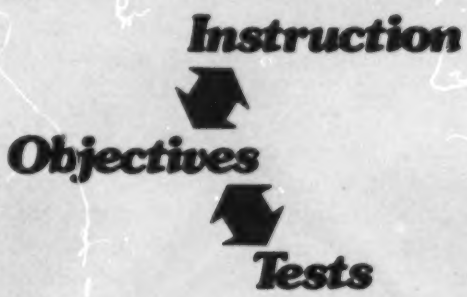
Let's look at an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A,* John a *B* or *C,* and Amy an *F.*

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level paved road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. The goal of competency-based instruction is to have all students reach the preset standard of competence. This goal is met by adjusting the amount of time and instruction to the individual, rather than keeping the time and instruction constant and comparing one student's performance after the instruction to another's by assigning grades from *A* to *F.*

This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.



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4. A student's performance is evaluated in comparison to the test standard, not to the performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective and should be given additional instruction until s(he) can.

The structure of *Good Work!* fits well into competency-based instruction. This unit, like all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to help students attain competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the Employability Skills Series, two types of objectives have been designed: *knowledge objectives,* which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., state what you should do if you will be absent from work or late); and *performance objectives,* which tell the student what *skills* s(he) must have before finishing the unit (e.g., record a phone message).

A student's competence in the *knowledge objectives* is measured by a written unit test, or posttest, which s(he) takes after completing the booklet. Check the student's unit test against the answer key to see whether all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, you ensure that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second or third try.

The *performance objectives,* marked with an arrow, require the student to demonstrate his/her ability to perform a task. For each performance objective, there is a performance test located within the student booklet. Each performance test includes directions for carrying out the performance test and a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to you and you check it against each item on the checklist. Point out any deficiencies in the student's performance and encourage the student to correct them.

In this way, performance tests are part of competency-based instruction, the student receiving instruction and working on an objective until s(he) can demonstrate competence on that objective. The *Instructor Record Sheet* on page 47 is included to help you keep track of whether *each* student has passed *each* performance objective.

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Procedures

The student booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. The basic procedures described below for using the unit were effective during field testing. Working at their own pace, without additional activities, field-test students took five to seven hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit you and your classroom.

As the instructor, you should:

1. **Look over the student booklet.** Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by including additional activities and resources. Note: If any objectives are omitted from the instruction, the test items corresponding to those objectives should be deleted from the unit test.

2. **Administer the pretest.** This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives or (2) selecting objectives for individual students, if desired. This test covers only the knowledge objectives. The pretest (*Unit Test: Form A*) is on page 39 of this guide; the answer key is on page 36. Record the result (pass or fail) on the *Instructor Record Sheet* under "Pretest."

3. **Distribute and introduce the booklet to students.** Conduct a brief discussion of the importance of good work habits, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*), or for having students who have held jobs describe their experiences. Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:

   - that the objectives describe what they will be learning to do
   - how the knowledge objectives differ from the performance objectives in terms of content and testing procedure
   - the relationship between the objectives, self-tests, performance tests, and the unit test, and the differences between the kinds of tests
   - the procedure you will use for checking their work. (See *Classroom Management.*)

4. **Have students work through the booklet.** The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and the performance tests. While students go through the booklet, you will be:

   - *answering questions*
   - *managing the instruction.* See that students are working on the correct objective and have the necessary materials; check the performance tests against the checklists to be sure the student has correctly performed the task, etc.
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities, such as those suggested in the section *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher grade levels, it is particularly important to supplement the unit with more challenging activities to maintain their interest.

5. **Review the unit.** If students are taking the posttest (*Unit Test: Form B*) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the knowledge objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. **Evaluate and record each student's progress.**

   Self-Tests. You do not need to check the self-tests on the knowledge objectives in the student booklet. These tests are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test upon completion of the unit. It is the unit test that evaluates the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

   Performance Tests. Student responses to the performance tests contained in the booklet should be shown to you for your approval. If the student passes the objective (i.e., the student's work meets *all* of the criteria in the checklist), put a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) can pass the objective.

   You may wish to change or add criteria to the checklist. If so, inform the students of the changes and see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been checked off for a given performance objective, s(he) does *not* have to do it again after completing the unit.

   Unit Test. A student's competence on the knowledge objectives is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

   Check the student's unit test against the answer key. If the student did not answer each question correctly, you should point out which knowledge objectives need further work, and direct the student to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure, but on encouraging the student to continue working on an objective until the competency is mastered.

   If a large group of students has difficulty with a particular objective, you may wish to review that section of the unit with the class. Before administering the unit test, decide what the passing score should be. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer seven questions out of eight correctly to receive a passing score of at least 80 percent.

Record the results of the posttest on the *Instructor Record Sheet,* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test, such as using a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. Form A may be used for a second try on the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit.

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)
   AND
2. passed the performance tests.

Classroom Management

Different management plans will work best for different instructors, depending on the classroom situation. Three plans that were used successfully by field-test participants are described here.

Plan 1.
Allow each student to proceed at his/her own rate through the entire booklet. The student stops only to have the performance tests checked by the instructor. This plan provides maximum individualization but requires the most instructor time. The instructor answers questions, records student progress, and works with individual students to see that they are working on the correct objective and have the necessary materials.

Plan 2.
Assign one objective at a time to the class, with a deadline for completion.

Plan 3.
Assign a group of related objectives to the class, with a deadline for completion.

Plans 2 and 3 require less instructor time and make it simpler to schedule filmstrips, speakers, field trips, and other class activities related to specific objectives. Students who finish the objective or group of objectives early can be given enrichment activities related to the unit or can assist other students. In some vocational classes, students have been given shop projects to work on until the others finish.

Special Notes on Handling Student Activities

A simple task (making a note pad from scratch paper) has been included in the student booklet as a combined performance test for Objectives 3, 9, 11, 12, 13, and 14. This task was chosen so that the booklet could be used with a wide range of student ages and classroom equipment. Of course, you may prefer to substitute one or more tasks suited to your class or subject area, such as a shop assignment. If so, the performance checklist (page 32) and the instructions should be adapted to the task. The major categories on the checklist will remain the same; that is, students will still be evaluated on their ability to meet deadlines, follow oral and written instructions, observe safety rules, etc.

Some field-test teachers had difficulty monitoring this performance test because many students reached this section of the unit simultaneously. You may wish to stagger the times at which students do this combined performance test, or conduct it as a class activity. Younger students in particular will benefit from a class demonstration of the task before attempting it themselves.

The section on safety is necessarily very general. Vocational educators may choose to add activities related to their particular subject area. (See *Additional Activities* for suggestions.)

Although some students and instructors may not feel that the objectives on meal planning and taking telephone messages are relevant to work habits, many employers and instructors consider them to be very important. If you feel that these objectives, or any others in the student unit, are not appropriate for your class, you may omit them without affecting the rest of the unit.

Materials Needed

The performance tests for Objectives 3, 9, 11, 12, 13, and 14 have been combined in a simple task in which the student makes a note pad out of scratch paper. For this test, you will need to provide a pair of scissors, a ruler, and a pencil for each student, and a supply of 8½-by-11-inch scratch paper and a stapler for the class. A sample note pad, constructed according to the directions in the student booklet, should also be provided for the students to use in checking their work.

Other materials you may wish to have on hand for other activities in the unit include:

- reference materials on safety rules for specific occupations
- a local telephone book
- sample restaurant menus for use with the objective on meal planning.

The chart of optional enrichment activities on page 20 of this guide contains a list of the materials needed for each activity.

Florida educators have permission by law to reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet, and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy that page and make a master with the photocopy.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, the employee rating scale, telephone message forms, and suggestions for following instructions may make instructive overhead transparencies.

If you are unfamiliar with the process of making spirit masters or transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. Which do you think is more important: having the right job skills or practicing good work habits?
2. Define and discuss *attitude*. How does it relate to work habits and keeping a job?
3. Do you think a worker with poor work habits can improve? How?
4. Why is it usually better to resign from a job than to be fired?
5. Have you ever known anyone who was fired from a job? Was it because the person didn't know how to do the work, or did s(he) lack the good work habits discussed in this unit?
6. Everyone gets criticized at one time or another on the job. What are some good ways to react to criticism? What are some inappropriate ways to react?
7. What is meant by the saying, "Be friendly on the job, but not too familiar"?
8. If an employee is a half hour late each day, does his/her boss have the right to ask why?
9. Suppose Jan comes to work a half hour late each day because her child's nursery school doesn't open early enough. Her boss doesn't like this. Who is responsible for finding a solution to this problem—Jan or her boss?
10. If you are allowed ten days of sick leave each year on your job, should you use them all whether you are sick or not?
11. Suppose a co-worker talks to you so much that it keeps you from getting your work done. What are some steps you can take to solve this problem?
12. Besides going to schools, what are some ways that people learn job skills?
13. Can you recall a really embarrassing mistake that you made at work, home, or school? What did you do about it? Do you think you did the right thing?
14. Discuss stealing on the job. Is taking pens, pencils, and other office supplies stealing? Is taking a long lunch hour stealing?
15. Why is your voice especially important on the telephone?
16. Have you ever decided *not* to do business with a store or company because of the way your telephone call was handled? Give an example.
17. How does a worker's initiative and interest in his/her work benefit an employer?
18. For what reasons is an employer anxious to prevent injuries on the job?
19. If a new worker sees a dangerous situation on the job that the older workers don't think is dangerous, what should the new worker do?
20. If a person is injured and it's his/her own fault, can the worker collect workmen's compensation?
21. *Horseplay* is often the cause of accidents. Give an example of an accident caused by horseplay at school.
22. How are safety and neatness related?
23. Give some examples of how failure to follow instructions can waste time, money, and materials.
24. In what types of businesses should an employer have the right to set a dress or appearance code for employees?

Additional Activities

Objective		Activity	Time
3.	Meeting deadlines	Plan a project	outside class
4.	Asking for help	Role-play the first day on the job	one class
7.	Taking a phone message	Role-play a phone call	one class
		Invite a speaker from the telephone company	one class
8-9.	Following safety rules	Find safety hazards	outside class
		Identify safety violations	one class
13-14.	Following instructions	Practice following instructions	one class
		Write directions for a simple task	one class
		Pass the secret	5-10 minutes
15.	Planning balanced meals	Research diet and health	outside class
All objectives		Invite speakers to the class	one class each
		Illustrate work habits	one class or outside class
		Role-play bad work habits	one class
		Role-play an employer	one class
		Construct a rating scale	one class

Materials	Procedure
copies of planning sheet in student booklet (page 79)	Have students choose, plan, carry out, and evaluate a complete project, either as individuals or as a group.
props (optional)	Select one student to play the role of a new worker; others provide him/her with situations likely to occur the first day on the job.
play phones (optional), message pad	Have one student play the role of the secretary, another the caller. Check for telephone manners and accuracy of recorded message. Invite the phone company to present a class demonstration of the proper use of the telephone.
	Have groups of students take a tour of the school or community and compile a list of safety hazards and ways to correct them.
transparencies of safety violations	Make transparencies of violations of safety rules that apply to your subject area. Have students try to identify the violation.
set of oral and written instructions	Hand out sets of instructions or give them orally. Have students try to follow them correctly. Have students write directions for a task they have performed: changing a tire, using a projector, taking a bus from the school to the shopping center, etc. Have them read their directions to the class. Other students give suggestions for making them clearer. Arrange class in a circle or in groups of five. Whisper a set of instructions, including names and numbers, to the first student. S(he) asks questions if necessary, then repeats the instructions to the next student, and so on around the circle. The last person compares the instructions s(he) has received with the original. Discuss the importance of taking notes with oral instructions.
	Have students research the topic of diet and health and report to the class, relating the topic to job performance.
cassette recorder (optional)	Invite speakers from different areas to speak on work habits related to their area: insurance agent, health official, police officer, dentist, beautician, home economist, etc.
art materials	Have students select a theme (proper dress, safety, diet) and design posters. The best can be displayed on the school bulletin board or in local businesses. Have students role-play the consequences of specific bad work habits.
props (optional)	Have students act out how an employer feels about: injuries on the job; workers who are late, messy, or absent too often; giving recommendations for workers with poor work habits. As a class, develop an employee rating scale. Decide on appropriate categories; discuss assigning more weight to the more critical categories.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for secondary school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

Why Young People Fail to Get and Hold a Job (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Grades 7-Adult
Purchase price: free, 16 pp.

Nutrition: Food at Work for You (1975)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: $.40, 24 pp.

Food Is More Than Just Something to Eat (1973)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: free, 32 pp.

This basic guide to nutrition includes the functions of the major nutrients, their importance to good health, and where to find them in today's foods.

Food and Your Weight (1973)
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: $.50, 37 pp.

Contains diet plans, a calorie counter, and suggestions for controlling weight.

Good Food News for Kids
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009
Purchase price: free.

This pamphlet includes teaching games and puzzles.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Purchase price: $.75, 88 pp.

Cassettes

☐ **Lead the Field (1973)**
Nightingale-Conant Corporation
6677 North Lincoln Avenue
Chicago, IL 60645
Grades 7-Adult
Purchase price: $175 (12 cassettes, 30 student workbooks, 1 teacher's manual); $2.45 (1 student workbook). Approx. 15 min. each.

The materials in this kit focus on attitudes and qualities necessary for success in any job. Topics include: self-management, goal setting, self-discipline, recognizing opportunity, conformity vs. nonconformity, positive attitudes, attainment of money goals, and personal growth.

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50 (20 cassettes, 24 student booklets, 1 instructor's guide); $169 (14 cassettes in Spanish, 1 instructor's guide in English). Approx. 15 min. each.

Each of these cassettes is a self-contained unit that can be used separately or with others in the group. Topics of the groupings include: *New on the Job, Dealing with Supervisors, The Rules of the Game, Moving Up or Out.*

World of Work III: Cross-Vocational Skills and Information (1973)
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $175 (15 cassettes, 12 transparencies, 24 student booklets, 1 instructor's guide). Approx. 15 min. each.

Each cassette is a complete self-contained teaching unit, including questions to draw attention to main ideas. Topics include: understanding instructions, safety, customer service skills, handling trouble situations, structure of a company, telephone-answering skills, taking a message, unions, company money, and ordering and billing.

Films

English on the Job: Listening and Speaking
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $184 (color), $92 (black and white).

This film is based on the concept that there are few jobs that don't require listening and speaking skills. Workers at a service station, a construction site, and a restaurant help illustrate some of the skills and techniques that are useful for getting and keeping a job.

Your Job: Good Work Habits
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-12
Purchase price: $188 (color), $94 (black and white).

An interview with two high school graduates on their first full-time jobs helps students recognize work of good quality, done with safety and satisfaction. Good work habits (such as working steadily, concentrating, and planning ahead) can lead to a promotion, a raise, and other benefits.

What Do We Look Like to Others?
Sandler Films
1001 North Poinsettia Place
Hollywood, CA 90046
Grades 7-Adult
Purchase price: $140 ($15 rental).

This film reminds viewers that they are seen before they are heard. Seven different office situations dramatically portray the necessity of maintaining good personal appearance, attitude, conduct, and personal habits. The theme running throughout the seven sequences is "Take a look in the mirror; would you hire you?" Narrated by Rod Serling.

Filmstrips

Job Attitude Series (1970, 1971)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $199.50 (5 f/s, 5 cassettes or records). Color.

Titles in the series: *A Job That Goes Someplace, Trouble at Work, Why Work at All?, Liking Your Job and Your Life, On the Job: Four Trainees.*

Shop Safety (1970)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $68 (6 f/s, 6 cassettes, 1 instructor's guide); $50 (6 f/s, 3 records, 1 instructor's guide). Color, approx. 11 min. each.

This presentation orients the beginner to shop vocabulary and demonstrates proper use of common tools, machines, accessories, and specialized equipment. It gives pointers on good housekeeping procedures in the shop.

The First Day on the Job
Educational Projections Corporation
3070 Lake Terrace
Glenview, IL 60025
Intermediate-Adult
Purchase price: $24.50 (2 f/s, workbook, answer sheets, teacher's manual).

Demonstrates the importance of making the right start on the first day.

Safety on the Job
Educational Projections Corporation
3070 Lake Terrace
Glenview, IL 60025
Intermediate-Adult
Purchase price: $24.50 (2 f/s, workbook, answer sheets, teacher's manual).

Discusses the rules of safety.

Work Habits and Attitudes (1969)
Harvest Labs, Incorporated
P.O. Box 4309
East Providence, RI 02914
Grades 7-Adult
Purchase price: $56 (4 f/s, 4 cassettes); $48 (4 f/s, 2 records). Color, approx. 18 min. each.

These job responsibility programs review 17 work habits and attitudes which are basic to any successful work experience. Titles in set: *Getting Along on the Job: Parts I, II, III, IV.*

Your First Week on the Job (1972)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes or 2 records, 1 discussion guide). Color, approx. 10 min. each.

This two-part set prepares students for their first week on the job. It dramatizes, in humorous fashion, six problems faced by employees entering the complex and often mystifying world of work. This program helps young people understand that, in nearly every job situation, getting along with the people around you is important.

Your Job: Will You Keep It? (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-Adult

This 22-minute, color filmstrip stresses the importance of attitude; good on-the-job relationships with supervisors, co-workers, and customers; and other good work habits such as following instructions, observing safety rules, meeting deadlines, and being on time.

Games

Job Scene (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-12

This game involves good work habits and interpersonal relations as well as consumer skills in simulation of real-life job and money situations.

Kits

Career Directions (1974)
Changing Times Education Service
1729 H Street, NW
Washington, DC 20006
Grades 7-12
Purchase price: $275 (4 kits, each containing 2 f/s, 2 records or 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet); $76 (1 kit). Color, approx. 13 min. each.

This action- and inquiry-oriented series contains four separate kits: *Deciding What You Want to Do, Choosing the Kind of Job You Want, Entering the Job Market, Staying With It and Getting Ahead.*

- **How to Get and Hold a Job (1974)**
Relevant Productions, Incorporated
P.O. Box 68
Indian Rocks Beach, FL 32535
Grades 7-Adult
Purchase price: $31.75 (30 booklets, 1 cassette, 1 skill sheet, 1 teacher's guide); $24.95 (30 booklets, 1 cassette, 1 teacher's guide). Approx. 15 min. Spanish version available at slightly higher cost.

This combination of read-along cassette with a high-interest, low reading level illustrated booklet is designed to stimulate students to learn about skills needed in a working world.

Print

- **How to Get a Job and Keep It (1969)**
Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767
Grades 10-Adult
Purchase price: $1.23 (workbook); $.25 (1 answer sheet, free with 5 or more copies of workbook).

This workbook, written on a 5th- or 6th-grade reading level, is intended for adults with low reading ability. It includes units on writing an application letter, completing an application form, interviewing for the job, taking vocation tests, and fulfilling the job obligations. A word list for job applications and tests is also included.

- **Jobs in Your Future (1973)**
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 9-Adult
Purchase price: $1.50 (1 teacher's guide, free with 20-39 copies of workbook); $.90 (workbook).

This high-interest, low reading level exercise book is for secondary school students who are getting ready to enter the world of work. It covers the skills and attitudes needed to find and keep the right job, advice on how to dress for an interview, telephone manners, and provides practice in filling out Social Security and other work-related forms.

National Safety News
National Safety Council
425 North Michigan Avenue
Chicago, IL 60611
Audience: Professional
Subscription price: $9.25/yr. (each, 1 to 9 subscriptions); $8.60/yr. (each, 10 to 99 subscriptions). Monthly.

This is the official publication of the National Safety Council. Monthly features include product information, safety training, and an open forum for the discussion and exchange of safety-related thoughts and ideas.

Occupational Essentials (1972)
h.c. Johnson Press, Incorporated
820 South Michigan Avenue
Chicago, IL 60605
Grades 7-Adult
Purchase price: $7.50 (1 instructor's guide); $4.50 (each workbook, 1-9 copies); $3.95 (each workbook, 10-49 copies); $3.50 (each workbook, 50-99 copies); $2.95 (each workbook, 100 or more copies).

This widely used resource discusses skills and attitudes for employment of students and adults.

- **Occupational Safety (1974)**
University of Kentucky
Curriculum Development Center
151 Taylor Education Building
Lexington, KY 40506
Grades 7-Adult
Purchase price: $3.50.

Designed for disadvantaged and handicapped vocational students, this unit provides information and experiences that will help students develop attitudes and acquire knowledge in order to prevent injury to themselves and their fellow workers. Series title: *Orientation to the World of Work.* See annotation by title.

Orientation to the World of Work (1973)
University of Kentucky
Curriculum Development Center
151 Taylor Education Building
Lexington, KY 40506
Grades 7-Adult
Purchase price: $33 (11 titles, 1 copy each).

This series helps prepare disadvantaged and handicapped students for the transition from vocational orientation and preparation to the actual world of work. Titles in series: *Personal Development, Introduction to Orientation to the World of Work, Learning About Jobs, How to Keep a Job, The Role of Work in Our Society, Self-Appraisal for Employment, Taxes Affecting the Worker, Handling Your Paycheck, Occupational Safety* (see annotation by title), *Job Application and the Interview, Teacher's Handbook.*

Personality Development for Business, 4th Ed. (1973)
South-Western Publishing Company, Incorporated
5101 Madison Road
Cincinnati, OH 45227
Grades 9-Adult
Purchase price: $3.99 (1 textbook; 1 teacher's manual).

This is the new title for the fourth edition of a text formerly entitled *Business Behavior.* The book takes a problematic approach to handling on-the-job relationships and dealing with the public.

Safe Foreman
F. W. Faxon Company, Incorporated
15 Southwest Pack Street
Westwood, MA 02090
Audience: Professional
Subscription price: $3.96/yr. Monthly.

This is a safety-on-the-job newsletter for foremen and supervisors in large and small industries. Accident causes and prevention are described in each issue. Included in subscription price are 48 posters a year (4 with each month's publication).

Succeeding in the World of Work (1975)
McKnight Publishing Company
P.O. Box 2854
Bloomington, IL 61701
Grades 9-12
Purchase price: $6.99 (textbook; teacher's guide free if requested); $1.98 (workbook).

This set provides a general preparation for adult work life. Included are such topics as entering the world of work; job choices and opportunities; applying for a job; you, your employer, and your co-workers; your progress on the job; personal effectiveness; a self-inventory; and money management. The workbook, *Activity Manual for Succeeding in the World of Work,* is often used independently of the text.

- **Turner Career Guidance Series (1974)**
Follett Publishing Company
1010 West Washington Boulevard
Chicago, IL 60607
Grades 10-12
Purchase price: $7.20 (6 workbooks).

The six workbooks in this series are broken into 138 daily lessons and contain stories about the practical job experience of several young men and women. Each workbook deals with a major concern of occupational and career experience: *Wanting a Job, Training for a Job, Starting a Job, Looking for a Job, Holding a Job, Changing a Job.*

- **World of Work Kit (1969)**
McGraw-Hill Book Company
Webster Division
1221 Avenue of the Americas
New York, NY 10020
Grades 7-Adult
Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide).

This collection of 50 illustrated fictional booklets is designed with particular emphasis on the urban, noncollege-bound student who may enter the job market at an early age. Each booklet, through a story or playlet, exposes the student to a new dimension of the world of work; stories are open-ended to prompt discussion. The kit is divided into three sections: *Getting the Job, Keeping the Job,* and *Advancing on the Job.* Booklets are written at a 5th-grade reading level.

- **Your Attitude Is Changing (1966)**
Science Research Associates, Incorporated (SRA)
259 East Erie Street
Chicago, IL 60611
Grades 9-Adult
Purchase price: $3.60.

This book takes a topical approach for students of low (6th-grade) reading ability.

Transparencies

Attributes of Character
3M Company
Visual Products Division
3M Center
St. Paul, MN 55101
Grades 7-12
Purchase price: $2.75.

This is one in a series of sets of transparency masters. Other sets related to employability skills: *Organizing Time to Achieve Goals, Introduction to Listening* (23 visuals), *Fundamentals of Grooming* (23 visuals), *Career Preparation: Forms and Terms* (12 visuals). Availability and price should be checked with local 3M distributor.

- **Student's Personal Adjustment to Work (1973)**
  University of Texas at Austin
  Instructional Materials Services
  Division of Extension
  Austin, TX 78712
  Grades 7-12
  Purchase price: $12.95 (1 manual, 51 transparencies).

  Manual and transparencies on safety and other employability skills topics. The manual includes units on career safety, job application and resignation, job attitude and relations, personal traits, money and banking, school relations, civic responsibilities, and the future of the student. The transparencies deal with work habits and interpersonal relations.

- **Succeeding at Work (1969)**
  United Transparencies, Incorporated
  P. O. Box 688
  Binghamton, NY 13902
  Grades 7-Adult
  Purchase price: $192.50 (7 sets of 15 transparencies).

  These seven transparency sets are designed to prepare people for their first job and can be used with underprivileged young adults.

Useful Addresses

National Safety Council
425 North Michigan Avenue
Chicago, IL 60611

The Council gathers information and statistics on accidents: how and why they happen and how they can be prevented. It distributes safety information both nationally and internationally through films, slides, pamphlets, magazines, and other publications.

☐ **Inter-American Safety Council**
33 Park Place
Englewood, NJ 07631

This agency provides Spanish versions of many materials published by the National Safety Council.

How to Measure Student Performance

Performance Test Answer Key

The checklists for the performance tests are listed below. Each checklist is identical to the one in the student booklet and contains the requirements for achievement of the objective as taught in the unit. Every item on the checklist must be correct for the student to pass the performance test on that objective.

If you require the student to meet additional or more difficult criteria, further instruction should be provided. For example, a shop instructor who requires students to follow a specific set of safety rules while working should inform students of these rules before administering the performance test.

A single performance test has been included in the student booklet that combines Objectives 3, 9, 11, 12, 13, and 14. A simple task, making a scratch pad, has been used. For your class, however, it may be more appropriate to substitute one or more tasks related to your subject area. If you prefer to select your own task(s) for testing these objectives, use the general form of the performance objectives beginning on page 34 instead of this answer key.

Objective 7

Given a blank form for recording telephone messages, the student will participate in a simulated telephone conversation with the instructor or a fellow student. The student must correctly record the message on the form.

Performance Checklist

- Answered with the business name of the firm. (Make up an office name.)
- Answered clearly, politely, and pleasantly
- Wrote down the name of the person the message is for
- Wrote down the date and time
- Wrote down the caller's name
- Wrote down the name of the caller's business office
- Wrote down the phone number of the caller
- Wrote down the message
- Wrote down your name

Below are scripts for the instructor's part. Each script provides the information the student should record from the conversation. The student, however, may ask questions for further information or clarification. Three scripts are provided so that a different script can be used for each try on the performance test, should a student need more than one attempt. Answers (correctly completed message forms) immediately follow the scripts.

Script 1

Hello, this is Mr. Green of Sam's Sweet Shop. I would like to speak to Mr. Jones.

Please ask him to call me at 622-3333.

Thank you. Good-bye.

Script 2

Hello, this is Tom Brown of Paul's Fish Store. May I speak to Carl Rogers?

Yes. Please ask him to call my foreman, James Rush, at 218-1818 this afternoon.

Thank you. Good-bye.

Script 3

Hello. This is Dr. Web. Is Dr. Hart in?

I will be at the City Hospital until 5 o'clock. Please have her call before then.

I may be reached at 222-2227.

Thank you. Good-bye.

SAMPLE MESSAGE FORMS

To MR. JONES
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM

WHILE YOU WERE OUT

MR. GREEN
of SAM'S SWEET SHOP
Phone 622-3333
Message CALL HIM AT THE ABOVE NUMBER.

Operator (STUDENT'S NAME)

To MR. CARL ROGERS
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM

WHILE YOU WERE OUT

M R. TOM BROWN
of PAUL'S FISH STORE
Phone 218-1818
Message CALL MR. BROWN'S FOREMAN, JAMES RUSH, AT THE ABOVE NUMBER THIS AFTERNOON.

Operator (STUDENT'S NAME)

To DR. HART
Date (TODAY'S DATE) Time (PRESENT TIME) AM PM

WHILE YOU WERE OUT

M DR. WEB
of CITY HOSPITAL
Phone 222-2227
Message CALL HER BEFORE 5:00 P.M. TODAY.

Operator (STUDENT'S NAME)

Objectives 3, 9, 11, 12, 13, and 14

Given the task of making a scratch pad, the student will begin and complete the task on time, follow oral instructions, follow written instructions, complete the task without wasting materials or violating stated safety rules, and clean and return materials upon completion of the task. The elements in the performance checklist below are grouped by objective. Every element for an objective title must be checked before a student passes that objective.

Oral Instructions

The performance test for Objectives 3, 9, 11, 12, 13, and 14 requires students to read and follow the written instructions contained in the student unit and to request oral instructions from their instructor.

Each pad should contain 20 pages. Individually assign each student a page number on which to write his/her full name upon completion of the scratch pad. This ensures that a student won't be able to get the oral instructions by asking a fellow student what to do.

If you have more than 20 students in your class, you may give the same number to more than one student. Keep a record of the number assigned to each student on the help sheet on page 33. Refer to this sheet when a student approaches you for oral instructions, and for grading his/her final performance. Did s(he) follow your instructions?

Performance Checklist

Started and Finished on Time (Objective 3)

- started within one minute after instructions
- finished within six minutes from time started

Followed Written Instructions (Objective 13)

- all sheets stacked facing upward
- ruler and pencil used
- lines divide sheet into four 4¼-by-5½-inch sections
- lines drawn from top to bottom
- lines drawn from left to right
- paper cut into four 4¼-by-5½-inch stacks
- staples correctly placed

Followed Safety Rules (Objective 9)

- scissors carried correctly
- blades together when left on desk
- scissors not used for anything other than cutting paper

No Materials Wasted (Objective 11)

- no extra paper needed
- no extra staples needed

Followed Oral Instructions (Objective 14)

- first and last name on correct page

Returned Materials and Cleaned Work Area (Objective 12)

- returned all materials (pencil, ruler, scissors) to correct place

Help Sheet for Performance Test for Objectives 3, 9, 11, 12, 13, and 14

Student Name	Page Number	Time Started	Time Finished

Performance Objectives

The complete form of each performance objective is given below. If your class is using the combined performance test (making a scratch pad) included in the student booklet, you will not need to use this form of the objectives. Instead, use the Performance Test Answer Key beginning on page 30.

If you feel it is more appropriate to substitute one or more tasks related to your subject area for the performance test in the booklet, you will use this form of the performance objectives. You are encouraged to test as many objectives as possible in one task, to emphasize for students the need to integrate these work habits. You will notice that many of the objectives are complementary and can easily be used to evaluate the same activity (for example, Objectives 11 and 12).

The complete form of the performance objectives and evaluation criteria presented here should be helpful in selecting a suitable task for your students, and in developing your own checklists for satisfactory performance of that task.

Objective 3

Given an assignment of which s(he) is capable, the student will begin work promptly and complete the assignment in the time specified by the instructor.

- Begins working on the task within one minute following the completion of instructions and supply of materials
- Completes the task within the allotted time period while maintaining an acceptable level of quality

Objective 7

Given a blank form for recording telephone messages, the student will participate in a simulated telephone conversation with the instructor or a fellow student. The student must correctly record the message on the form.

- Answered with the business name of the firm. (Make up an office name.)
- Answered clearly, politely, and pleasantly
- Wrote down the name of the person the message is for
- Wrote down the date and time
- Wrote down the caller's name
- Wrote down the name of the caller's business office
- Wrote down the phone number of the caller
- Wrote down the message
- Wrote down your name

Objective 9

Given a list of safety rules generated by the class or chosen by the instructor, the student will perform a task selected by the instructor without violating any of the stated safety rules.

Objective 11

Given an assignment to complete a classroom task which requires the use of materials, the student will complete the task without wasting materials.

- Does not waste materials by poor planning which requires starting over
- Does not waste materials by carelessly damaging them
- Does not waste materials by failing to use tools properly
- Does not waste materials by failing to store them properly

Objective 12

Given an assignment to complete a classroom task which requires the use of tools and materials, the student will clean and properly return all tools and materials and clean the work area upon completion of the task.

- Tools are cleaned (if necessary).
- Tools are returned to their proper storage area.
- Materials are returned to their proper storage area.
- Scraps and trash are cleaned up and properly disposed of.
- The work area is as clean and neat following the completion of the task as it was before the task was initiated.

Objective 13

Given a set of written instructions for a classroom task selected by the instructor, the student will perform the task as instructed.

Objective 14

Given a set of oral instructions for a classroom task selected by the instructor, the student will perform the task as instructed.

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 5)

When presented with a situation in which an employee makes a mistake on the job and when asked to state three actions that the employee should take, the student's response must include at least two of the following:

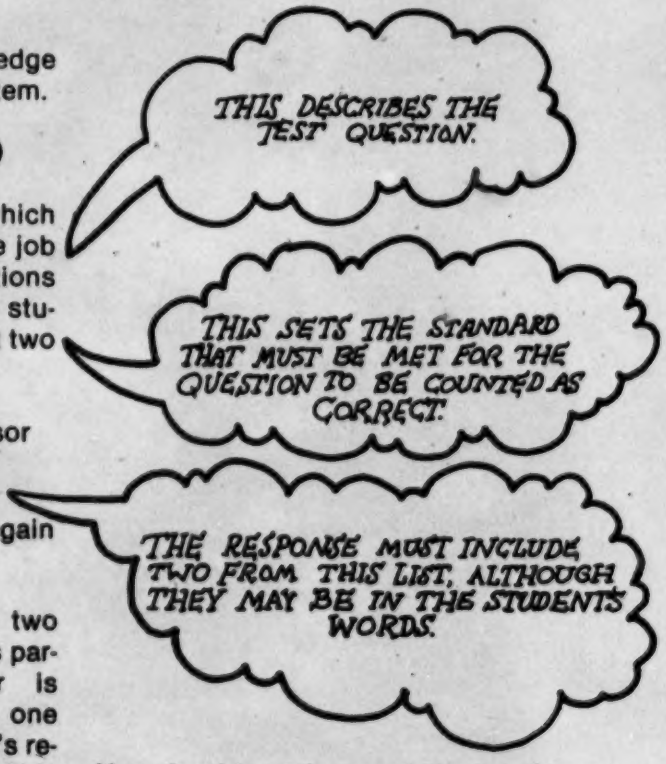
- report the mistake to the supervisor
- correct the mistake
- avoid making the same mistake again by taking some positive action.

If the student's response includes two from this list (the standard set in this particular objective) his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than two from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to delete the questions for that objective from the unit test.


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECT.
THE RESPONSE MUST INCLUDE TWO FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENT'S WORDS.

You should set the passing score for your students before administering the test. In field testing of all Employability Skills materials, the passing score on the unit test was set at 80 percent. For this unit, students had to answer seven out of eight questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When presented with a situation in which an employee is absent from work without an excuse, and asked to list at least four likely consequences to the employee, the student must list at least three of the following:

- be warned (or reprimanded) by the supervisor
- be resented by co-workers
- receive a low employee rating
- miss a promotion or raise
- have pay docked
- get fired.

Objective 2

When asked the appropriate course of action to follow when s(he) will be absent from work or late, the student's response will include both of the following:

- call his/her employer at once
- give a good reason (explain) why s(he) will be late or absent.

Objective 4

The student will be given a description of a problem situation in which an employee arrives for his/her first day of work without knowing how to perform the job. When asked to state in writing the most appropriate course of action to follow in order to learn the job, the student must indicate that the employee should request instruction from either an experienced co-worker, the supervisor, the employer, or an individual designated by the employer.

Objective 5

When presented with a situation in which an employee makes a mistake on the job, and asked to state three actions that the employee should take, the student's response must include at least two of the following:

- report the mistake to the supervisor
- correct the mistake
- avoid making the same mistake again by taking some positive action.

Objective 6

When given a situation in which an employee steals goods from work, and asked to list four likely consequences of being caught, the student's list must include at least three of the following:

- be arrested, jailed, or fined
- get a police record
- get fired
- have trouble getting another job or getting into college
- be unable to get unemployment compensation
- be given a second chance
- have to pay for the stolen goods
- lose the trust of employer, supervisor, and co-workers
- get a bad reputation, with a record of the theft put in the company file
- get a poor employee rating
- miss a raise or promotion.

Objective 8

The student is presented with a situation depicting an employee discovering a safety hazard on the job. When asked to state three courses of action the employee may take to correct the unsafe condition, the student will list at least two of the following:

- correct the situation
- warn others
- tell the supervisor
- tell those who caused the violation
- get in touch with the safety officer or repair staff
- check back to see that the condition has been corrected.

Objective 10

When presented with a situation depicting an employee who has discovered a new way of performing his/her job, and asked to indicate in writing the correct course of action to follow, the student must state that the employee will describe the new method to the supervisor or put it in the suggestion box, rather than simply adopting it without the approval of the organization.

Objective 15

Given a list of sixteen products from which to choose, the student will write out a menu of three balanced meals. Each meal will include at least one item from each of the four basic food groups:

- meats (fish, chicken, hamburger, ham, eggs)
- grains (muffins, rice, rolls, toast, bread)
- fruits and vegetables (oranges, potatoes, apple juice, greens, peas, lettuce, carrots).
- dairy products (cheese, milk, ice cream. buttermilk, cottage cheese).

Unit Test: Form A

(Employability Skills: Good Work)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 4)* Barbara arrives for her first day of work at the fish market. Her boss introduces her to the other workers, wishes her the best of luck, and then leaves. Barbara has had no training and isn't sure exactly how to do her job. What should she do?

_____

_____

2. *(Objective 8)* At the lumberyard where he works, Mel notices that the safety guard on one of the power saws is coming loose. What are three things that he might do about this safety hazard?

1 _____

2 _____

3 _____

3. *(Objective 1)* Kevin doesn't like his job at Wimpy's Hamburger Haven. He'd much rather play pool. Last week he skipped work twice, and today he showed up an hour late. What are four things that might happen to Kevin for being absent?

1 _____

2 _____

3 _____

4 _____

4. *(Objective 5)* Georgette sells paint at Harvey's Home and Garden Shop. Yesterday she incorrectly mixed two gallons of red paint. Today the customer comes back and complains that the paint is bright blue! What are three things that Georgette should do?

1 _____

2 _____

3 _____

5. *(Objective 15)* From the following list of foods, plan three balanced meals: rice, peas, potatoes, chicken, hamburger, cheese, ice cream, milk, ham, lettuce, bread, rolls, carrots, fish, buttermilk, and muffins. Use each food only once. (You may find it helpful to write in the names of the four main food groups.)

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

6. *(Objective 10)* Suzanne is the head file clerk at Libra Publishing House. While working late last week, she discovered a new way to arrange the files. It isn't the method that the company uses, but she thinks it will save a lot of time. Suzanne would like to use the new filing system. What should she do about this?

_____

_____

7. *(Objective 2)* What are two things you should do if you will be absent from work or late?

1 _____

2 _____

8. *(Objective 6)* Mark works in a clothing store. From time to time he takes home clothes without paying for them. What are four things that could happen to him if he is caught stealing?

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Good Work!)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* You know that you will be absent from work or late tomorrow. What are two things you should do about it?

   1 _____

   2 _____

2. *(Objective 15)* From the following list of foods, plan three balanced meals: fish, oranges, cottage cheese, apple juice, muffins, cheese, chicken, greens, rolls, milk, toast, eggs, buttermilk, hamburger, peas, bread. Use each food only once. (You may find it helpful to write in the names of the four main food groups.)

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

3. *(Objective 10)* Amy graduated at the top of her class at electronics school. When she gets a job at Eddie's Electric Shop she finds that everyone there does things the old-fashioned way. No one uses the new methods that she learned in school. Amy would rather use the new methods since they would save time and money. What should she do about this?

_____

_____

_____

_____

4. *(Objective 6)* Ralph is an artist for the *Daily News.* Lately he's been taking home art supplies. What are four things that could happen to Ralph if he is caught stealing?

1 _____

2 _____

3 _____

4 _____

5. *(Objective 1)* Louise has worked as a bookkeeper at Palmetto Press for two years. She is bored with the same old job and is beginning to skip work once or twice a week. What are four things that might happen to Louise for being absent so much?

1 _____

2 _____

3 _____

4 _____

6. *(Objective 8)* Gordon works for the Leaning Tower Construction Company. While leaving a building that is under construction, he notices that a guard rail is missing from the sixth floor. What are three things he might do about this safety hazard?

1 _____

2 _____

3 _____

7. *(Objective 4)* Debbi arrives early for her first day of work at Patti's Plant Paradise. Her boss introduces her to the other employees and then asks her to begin waiting on customers. Debbi doesn't know how to use the cash register. What should she do?

_____

_____

8. *(Objective 5)* John Henry is a waiter at the Beefeater's Restaurant. A customer ordered a top sirloin steak, but John Henry thinks he said *chopped* sirloin. He brings a hamburger, and the customer is angry. What are three things John Henry should do about his mistake?

1 _____

2 _____

3 _____

Unit Test: Form A

(Employability Skills: Good Work!)

Name _____

Date _____

Fill in the blanks.

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_____

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1 _____

2 _____

8. *(Objective 6)* Mark works in a clothing store. From time to time he takes home clothes without paying for them. What are four things that could happen to him if he is caught stealing?

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Good Work!)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* You know that you will be absent from work or late tomorrow. What are two things you should do about it?

   1 _____

   2 _____

2. *(Objective 15)* From the following list of foods, plan three balanced meals: fish, oranges, cottage cheese, apple juice, muffins, cheese, chicken, greens, rolls, milk, toast, eggs, buttermilk, hamburger, peas, bread. Use each food only once. (You may find it helpful to write in the names of the four main food groups.)

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   _____

   _____

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3 _____

4 _____

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2 _____

3 _____

Instructor Record Sheet:

Good Work!

Each student should be allowed at least three attempts to pass the performance test on each objective.
The **Performance Test Answer Key** is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit.
The **Unit Test Answer Key** is on page 36.
This covers the knowledge objectives: 1, 2, 4, 5, 6, 8, 10, and 15.

Suggested System for Recording. Place a 0 under each try not satisfactorily completed by the student. Place a 1 under each try satisfactorily completed by the student. If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

	KNOWLEDGE OBJECTIVES			PERFORMANCE OBJECTIVES																				
	PRETEST	POSTTEST		PERFORMANCE TESTS																				
Student Name	UNIT TEST Form A	UNIT TEST Form B	UNIT TEST Form A	Obj. 7 Telephone Message			Obj. 3 Complete Task On Time			Obj. 9 Safety Rules			Obj. 11 Wasting Materials			Obj. 12 Return Materials			Obj. 13 Written Instructions			Obj. 14 Oral Instructions		
	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.

Instructor Record Sheet:

Good Work!

Each student should be allowed at least three attempts to pass the performance test on each objective.
The Performance Test Answer Key is on page 30.
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